increase their income. Comparing the pay given in Japan to that now given in Mysore, the disparity is patent. If expenses are sought to be increased like this in Mysore, how can the income bear the burden ?

Mr. Subbaraya Chetty.—Unless the pay is increased, it is impossible to get good teachers. Really good people no doubt enter the department but they will always be trying to go out on better pay. They are not interested in the profession for the simple reason that they are not likely to remain where they are on account of inadequate pay. This should be prevented by keeping them above the temptation of changing the Department at their will. This can only be done by giving them higher pay.

Third Member of Council.—It is impossible to prevent them from resigning if they get better appointments. The question of giving them somewhat higher pay is, however, under consideration.

SUBJECT NO. 121.

Converting Kannada Schools into A. V. Schools.

Mr. G. Subba Rao, Closepet Sub-Taluk.

Mr. G. Subba Rao.—For over 20 years, we have been asking for converting the present Kannada Schools in all Taluks and Sub-Taluks into Anglo-Vernacular Schools. The Inspector-General of Education has been repeatedly promising to favourably consider our request but nothing has so far been done. This is very necessary and our request should be granted very early.

Mr. B. Srinivasiengar.—Out of 70 Taluks, there are A. V. Schools in about 65. The remaining Taluks have got only Kannada Schools. These schools may also be made A. V. Schools. Under the present system, English may be an optional subject in the existing Kannada Schools. It will not therefore be very difficult to grant the request.

Inspector-General of Education.—This subject will be disposed of in the Educational Memorandum that is before Government.

Dewan.—Orders on the Educational Memorandum are nearly ready and will be issued soon.

SUBJECT NO 122.

Appointment of temporary substitutes to schools.

Mr. Ganganna, Chiknayakanhalli Taluk.

Mr. Ganganna.—In the Village Elementary Schools, there is a single teacher and when he is absent on leave, the school practically remains closed and the boys lose all touch with the school until the teacher returns to duty ; and even after the school re-opens, the boys having taken to their usual occupations generally feel unwilling to go to school. This is very prejudicial to education in country parts and it is